

Unit 4 - Aesthetic Responses and Critique Methodologies

Content Area: **TEMPLATE**
Course(s):
Time Period: **Cycle**
Length: **14 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

In this unit, students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of dance.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Enduring Understandings:

- Dancing in a structured environment allows people the opportunity to develop physical, cognitive, social, and artistic skills.
- Awareness of and exposure to various cultural influences heavily shape one's ability to comprehend, appreciate, and interpret various dance forms.
- Contextual clues are essential to differentiating between unique and common properties of dance and cultural implications.
- Interdisciplinary learning activities shape the depth of response to art.
- Critical viewing and thinking skills learned through dance are essential to a successful, comprehensive educational experience.
- Research, observation, and participation in dance are essential to dance literacy.

Essential Questions:

- How is dance communicated?
- How is dance analyzed and understood?
- What is the relationship between dance and other art disciplines?
- How can cultural and thematic implications be deciphered in dance?
- How can dances be classified in their cultural and historical contexts?
- How have dance styles, trends, movements, and historical responses to dance evolved over time?

CONTENT AREA STANDARDS

DA.6-8.1.1.8.Pr	Performing
DA.6-8.1.1.8.Cr1	Generating and conceptualizing ideas.
DA.6-8.1.1.8.Cr2	Organizing and developing ideas.
DA.6-8.1.1.8.Pr5	Developing and refining techniques and models or steps needed to create products.
DA.6-8.1.1.8.Pr6	Conveying meaning through art.
DA.6-8.1.1.8.Re8	Interpreting intent and meaning.
DA.6-8.1.1.8.Re9	Applying criteria to evaluate products.
DA.6-8.1.1.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
DA.6-8.1.1.8.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. • 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture

LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
WRK.9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
WRK.9.2.8.CAP.20	Identify the items to consider when estimating the cost of funding a business. Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- Recognition of fundamental elements within various arts disciplines is dependent on the ability to decipher cultural implications embedded in artworks.
- Contextual clues within artwork often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.
- Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.

Procedural Knowledge

Students will be able to:

- Review choreographic structures and elements of dance.
- View professional performances of various genres of dance and interdisciplinary performances.
- Communicate in group discussions about artistry, production elements, and the aesthetic quality of dance works.
- Demonstrate ability to hypothesize a choreographer's artistic intent based on thematic elements, production selection, and movement choices.
- Read and interpret varied literary selections about dance.
- Complete a variety of writing activities in response to dance performance, dance literature, and dance media.
- Present multi-media presentations on dance aesthetic.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Benchmark Assessments

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Alternate Assessments

- Teacher/Student Conferences
- Performance
- Group Projects

Formative Assessments

- Performance Observations checklists
- Performance Reviews

Alternative:

- Class discussions
- Journal entries

Summative Assessments

- Tests/Quizzes
- Portfolio

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

https://nj.pbslearningmedia.org/search/?q=Dance&selected_facets=

Supplemental:

<http://artsalive.ca/en/>

INTERDISCIPLINARY CONNECTIONS

Detect, analyze, and correct errors and apply to refine movement skills.

Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.